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Teaching Power Construction in EFL Classes through Tweets: A Discourse Analytic Based Study

* Dr. Mamona Yasmin Khan, Assistant Professor

** Syeda Aeliya Raza, Student

*** Farhana Yasmin, Assistant Professor

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Abstract

Communicative approaches and methods are still found to be inadequate in addressing the pedagogical issues of EFL learners. In developing countries, there is a dire need for EFL teachers to make the students understand and deconstruct ideologies embedded in the English language. The study sets out to define and explore the ways and dimensions of Critical Discourse Analysis that will assist EFL teachers to reveal and teach power constructions embedded in language. This study focuses on The Ideological Square Model of CDA proposed by Van Dijk (2000). Following a mixed-method approach, twenty tweets of Donald Trump are selected through random sampling dated from 27th May to 5th October 2020. The analysis reveals that Trump's tweets expose polarization, use of pronouns (54% in-group pronouns, and 46% Out-group pronoun) emphasize positive In-Group representation. These ways expose the stances of extreme power use, criticism, and discriminatory attitude towards Out-Group and reveal that the centralizations of all authorities are entitled to In-Group that holds the status quo. The research implies that EFL learners will be better able to aware of ideological constructions of language by the CDA in teaching. This study can be expanded by adopting CDA as a teaching tool in EFL classes, which can be used to expose and deconstruct many other ideologies like, Feminism, Racism, and Marxism etc. that are rooted in language.

Keywords: CDA, EFL Classroom, In-Group, Ideological Square, Out-Group, Power Constructions, Tweets

Introduction

Teaching the English language has always remained a debatable topic at all levels including English as foreign language (EFL), English as second language (ESL), and English for specific purpose (ESP). Bonyadi (2019) quoted Olshtain and Celce-Murcia (2001) to assert that despite the fact that many teaching methodologies have been advocated, designed, and applied, students are still confused in the English language learning, and it does not remain a matter of interest that how much students are good in their listening comprehension, productive skills, and linguistics expertise. Jin and Li (2005) and Rao (2002) further added that communicative approach being the most strongly recommended one aims to master communicative strategies for EL learners, has not proven much productive, but enjoying the status quo associated with it. Keeping in mind the inadequacy of communicative approaches towards English Language learning, Olshtain and Celce-Murcia (2001) claimed that the only solution to this unavoidable issue is to associate teaching of language with teaching professionals and language teachers that will work in collaboration based on the principles of discourse analysis. McCarthy (1991) also asserted the same stance in an expanded manner, saying that linguistics and its developing inter-lingual and intra-lingual disciplines, i.e. discourse analysis, the most important to quote, are aimed to study and analyze spoken and written discourse in context.

Cook (1990) has stated that to consider discourse analysis in the EFL teaching context means to analyze the text into social, psychological, and textual contexts, in a meaningful way that the language participants can understand. So, the language practitioners focusing on the definition provided by Cook (1990) and by considering the suggestion of an incorporated field of teaching and discourse analysis started exploring the practicality and effectiveness of the combined ideas. They

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*   Department of English, The Women University Multan Email: mamonakhan1234@gmail.com
**   Department of English, The Women University Multan Email: ailyaraza2010@gmail.com
***Department of English, Language & Literature Lahore Garrison University Email: farhanayasminphd@gmail.com

have proposed the following premises that researchers must understand before analyzing language with discourse analysis:

1.   Language teaching is based on communication
2.   Context is the central element of communication
3.   The theoretical bases of discourse analysis are necessary to comprehend.

Cots (1996) explained the overall scenario by stating that this incorporation of language with discourse will be a study rich in contextualization, which are from real-life situations. This study explores the ways that will assist the teachers of EFL classrooms to reveal and teach power constructions of language in front of their students. For this purpose, tweets of Donald Trump are selected that are based on two major contexts: George Floyd's death and the Election campaign 2020 of America. The prime aim of this study is to make the EFL learners aware of the power constructions that are embedded in language so that they will be able to observe their real-life relations, situations, and communication and will be able to understand and behave accordingly. The data selected for analysis are also based on real-life, most recent scenarios so that EFL learners will be better able to identify the power constructions of their real life.

In developing countries, there is an extreme need for EFL teachers to make the students understand and deconstruct the ideologies embedded in the English language. It is important, as English is now a global language. In a class where English is taught as a foreign language, a teacher is not only responsible for polishing language skills of the students but exposing the language constructions. Power constructions are most important to expose as the strong and sharp minds are those who can use their language skills to critically evaluate the personalities of other characters (be it a fictional character or a real-life character) in terms of role relations. This understanding will also assist them to put their stance according to the contexts and situations. The researchers have chosen tweets to expose how the power constructions can be taught to EFL students through discourse analysis. The students, in this digital era, are using social networking websites and spending their lot of time on such websites. Therefore, it will be a productive effort by the EFL teacher to utilize and incorporate the websites data their students are interested in. This study aims to provide simple and important themes and ways with the help of CDA that may be used in EFL classrooms to expose and reveal the ideological patterns of language. It is a very important obligation for a teacher to train her/his students at all levels for academic purposes as well as for real-life situations. By having an insight into power constructions of language, EFL students will be able to understand the role relations of different academic characters along with the insight to analyze the relations and communication of their real life. They will be able to analyze the language, patterns of language and ways of behaving and tackling the situation in case of exploitation. In this way, the teaching and learning process will be very productive. Students will give their maximum output, by showing their interest in learning. The research question, based on the research problem is as below:

1.   In what ways the application of Critical Discourse Analysis on tweets can assist to expose and teach power constructions in EFL?

Literature Review

Teaching and communicative methodologies of teaching have not produced fruitful results in language learning. These days, the incorporation of CDA in the teaching and learning process is of great interest. Therefore, there has been a lot of research work done to examine its effectiveness, applicability, and effect on the teaching and learning process. This section highlights these works and studies.

Jenks, (2020) by applying CDA in classrooms examines the discursive features and practices that are prevailing in the classroom, along with that he also uncovers the social, cultural, and political forces that create a gap and distance between teaching and learning. Ozer and Okan (2018) conducted a study using a corpus to explore the numbers of the discourse markers that have been used in EFL classrooms by native and Turkish teachers. The results reveal that Turkish teachers used more discourse markers as compared to native teachers. Kapanadze (2018) put forward a study to examine the relationship of discourse centered teaching methodology and improvement of students' affective and cognitive skills, and the results showed a positive and direct relationship between both variables.

Sulaimani (2017) by conducting a qualitative approach in the Saudi EFL context explored gender representation in the selected texts of English textbooks. The research exposed that females are ignored in texts books, and this unjust representation will create difficulties for an empowered

woman. Rahimi and Sharififar (2015) research the impact of incorporating CDA on the reading skills of students and after the analysis of the collected data; they assert that CDA enhances students' critical reading comprehension skills. Gharbavia and Iravani (2014) examined the productivity and quality of teachers' talk, and to find out that they facilitate EFL learners' language use or not. They claimed that there existed a direct relationship between both factors.

In the Yemeni EFL context, Modhish (2012) inspected the usage of discourse markers by learners in their work. The researcher concluded that the most frequently used discourse marker (DM) in the writings of Yemeni EFL learners is 'elaborative' DM. Khatib and Safari (2011) investigated the association between the reading comprehension of EFL students and their knowledge of discourse markers. The results show a high correlation between both.

From the above reviews, it can be observed that no such incorporation and been utilized to reveal the ways and methods that can be used for teaching in the EFL classroom. Therefore, the researcher aims to explore and explain the ways and methods of power constructions in language, by taking assistance from the Critical Discourse Analysis model of Ideological Square proposed by Van Dijk (2000), which EFL teachers can adopt in EFL classes.

Theoretical Framework:

Van Dijk (2009) states that CDA involves the analysis of particularly those discourses that are deeply rooted in the fabrication of power exploitation. This show of power and power abuse ultimately leads to the formulating hegemonic tendencies in social organization and social grouping; hence, the discourse will be termed as ideology-based discourse. Van Dijk's (2000) model is termed as Ideological Square or Conceptual Square of Van Dijk. This square consists of four basic principles that subtly work to expose the ideological stances by the analysis of the selected discourse.

These quadruple codes are as follows:

- Emphasis on Positive (In-group) Us
- Emphasis on Negative (Out-group) Them
- De-emphasis on Negative (In-group) Us
- De-emphasis on Positive (Out-group) Them

These four postulates can be divided into two broader categorical strategies of positive representation of 'Self' and negative representation of 'Others'. These four postulates will be analyzed on the themes given below:

- Polarization:

   It focuses on the ideological polarization between positive in-group and negative out-group.

- Pronouns:

   The language users by referring to the in-groups (Individuals and their fellow members); use the lexical choices of pronouns such as 'we, us, ours', etc. Likewise, the use of pronouns like they, their, theirs, and them will be used for the out-groups, with whom the In-groups will be competing. The use of possessive pronouns (Those individuals…) is also common to show distance from 'Others'.

- Identification:

   Identity reveals the group ideologies. The members of one group will identify with others by using different inclusive terms like We/I…as a philanthropist, Working as a humanist, I/ We… being the advocate of Justice/Feminism/ Antiracism.

- Due stress /Emphasis of positive self-descriptions and negative other-descriptions:

   Kuo, et.al (2005) and Shojaei, et al. (2013) asserted that the strategy of polarization is subtlety embedded in twin task activity: i) Emphasizing the good actions/ properties/attitudes/behaviors of 'Us'; emphasizing the bad actions/ properties/ attitudes/behaviors of 'Them'. ii) Marginalizing/de-emphasizing the bad actions/properties/attitudes/behaviors of 'Us'; mitigating /de-emphasizing the good action /properties/ attitudes/behaviors of 'Them'.

- Activities:

   The ideological groups are characterized by certain activities and doings. In grouping defends and protects the rights of 'Ours', along with that a particular focus to condemn, control, attack, and marginalize 'Theirs' (Out-groups).

- Norms and values:

Ideological Square stands on the foundation stones of norms, values, and code of conduct. Norms and values are expressed explicitly or implicitly. In-groups will rely on (good) norms and values like, advocacy of Autonomy and Freedom, asking for Equality, the prevalence of Justice, speaking against Racial Discrimination, etc. These may emerge with particular reference to the Aims too.

- Interests:

The ideological competition is to get power and to satisfy and accomplish the interests of the binary groups. These interests may be the primary/ basic interests like the availability of food, shelter, cloth, and basic health facilities. The other interests may be the symbolic and abstract ones like the prevalence of justice, attainment of equal social status, etc.

Sources and Data Extraction

This study focuses on the Ideological Square Model of Van Dijk (2000) to reveal the ways and parameters of power constructions that can assist teachers in EFL classes. Following a mixed-method approach, twenty tweets of Donald Trump are selected through non random sampling techniques dated from 27th May to 5th October 2020. Tweets that are covering two major contexts: George Floyd's death and election campaign 2020 have been selected. As per the nature of the research, detailed qualitative analysis will assist students to understand the ways through which power constructions are made in language, and with quantitative analysis, they will have an insight to measure, how much a person or a character is authoritative, i.e.: the frequency of the in-grouping and out-group pronouns used. To define the ways of power construction in the language in EFL classes, it is important to discuss the context of the selected data. Critical Discourse Analysis (CDA) claims to analyze the discourse critically depending upon the context and situation. Hence, the contexts of the selected tweets are as below:

George Floyd, forty- six years old African American, reported BBC NEWS, died on May 25, 2020, in a police arrest, within a thirty minutes incident that took place outside the shop in Minneapolis, Minnesota. Floyd was reported with a fake bill of 20$ from a grocery shop as the reports stated that he was jobless due to the Coronavirus Pandemic. Thus, the selected tweets of the president of the U.S.A, Donald Trump, tweeted in May are in response to the chaotic situation that arises after George Floyd's death.

The selected tweets of Trump are in the context of the election campaign. It is an election season in the U.S.A and the two most favorite candidates for the presidency are the current president of the United States, Donald Trump, and his competitor Joe Biden. To give a detailed and clear description of the ways to expose and teach power constructions of language in EFL classrooms, the researcher has analyzed the tweets based on the themes extracted from the Ideological Square Model of Dijk (2000). The qualitative and quantitate analysis of the selected tweets based on CDA are as below:

Tweets in Response to George Floyd's Death Event: (See Appendix)

1. 27th May 2020.	
Polarization	Positive representation of self
Pronouns	My
Activities	Providing justice to the citizens
Values	Justice and sympathy for the deceased
Interests	To show the power and authority of Self
Description	Emphasis on justice (positive attribute)
Identification	Advocator of justice

27th May 2020.	
Polarization	Positive In-group
Pronouns	I, My
Activities	The imposition of Law enforcement
Values	Prevalence of Law and Order and Justice
Interests	Controlling the situation by using Law enforcement
Description	Emphasis on positive Self-representation by the maintenance of Law and order situation.
Identification	Promoting the use of power and violence.

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29th May 2020.

Polarization	Positive In-group
Pronouns	I, I
Activities	Use of power.
Values	Domination on others
Interests	Use of power to control out- groups
Description	Emphasis on Positive Self
Identification	The holder of power and authority

29th May 2020.

Polarization	Negative Out-Group and Positive In-Group
Pronouns	These – Out Group
Activities	Maintaining distance from the Out-Groups by using ultimate power and all resources. Direct orders to kill Out-Groups
Values	Safety of In-Group
Interests	Attacking on Out-Groups to keep In-Groups safe.
Description	Emphasis on Negative Out-Groups and Positive In-Groups.
Identification	So-called Stake Holder of Americans protections at the cost of innocent lives

29th May 2020.

Polarization	Positive In-Group and Negative Out-Group
Pronouns	I, It, Those
Activities	Out-Groups have been shooted
Values	Use of Power and Dominance to outrage the Out-Group
Interests	To hold power and to use power against Out-Group
Description	De-emphasizing on Negative In-Groups by Emphasizing on Negative Out-Group
Identification	Protectors of In- group by use of violence and power.

30th May 2020.

Polarization	Negative Out-group –Positive In-group
Pronouns	They, I
Activities	Belittling the Protesters, Praising the law enforcement force.
Values	To subjugate Others and make Celebrations
Interests	Give more powers to Us, and use of that power on Them.
Description	Emphasizing on the negative Others and Emphasizing positive Us
Identification	Power users to subjugate Others

30th May 2020.

Polarization	Positive In-group
Pronouns	They
Activities	Making the U.S. safe from "protesters" and threatening the protesters
Values	The assertion of Power and Ignore the ailing
Interests	To make In-groups feel safe from Out-groups
Description	Emphasis on Positive They and De-emphasizing others by ignoring them
Identification	Holders of Power and Authority and giving threats to Others

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30th May 2020.	
Polarization	Positive In-group, Negative Out-group
Pronouns	They- I, We
Activities	Showing the power and authority of In-group
Values	Maintaining order
Interests	Seekers of Law and Order
Description	Emphasis on Positive Self –representation to maintain order in the U.S
Identification	Power Holder and Order Keeper

30th May 2020.	
Polarization	Positive In-group and Negative Outgroup
Pronouns	You, They(Secret Service Agents and young Soldiers)
Activities	Showing the power of In- group and criticizing out-group
Values	Keeping the order in the U.S
Interests	Protection of In-group from Out-Group
Description	Emphasis on the positive efforts of In-group Emphasis on Out-group by criticizing them
Identification	Promotors of Law and Order in the states, by claiming all powers.

To put into conclusory remarks, Trump used tweets to threat rather than address the people, who were protesting to stand against the unjust racial attitudes of American Authorities that are exploiting the basic human rights of Dark People, *Let Us Breathe*. They all were showing their unity to expose the real and bitter side of American Law Enforcement Authorities, and the stakeholders of power that their efforts and activities are making the Colored marginalized. These institutions are just maintaining a power show to protect their heartless leader who, ascribes the protestors as THUGS and found himself safer, sitting in The White House. He does not feel anything for his ailing and mourning brothers, who were there in front of the Nation's House to mark their protest and to show their solidarity with the deceased George Floyd. Their rights and demands were just *Screams and Rants* to him.

As Conger and Isaac (2020) reported that most of the tweets posted by Trump were focusing on the threats of use of violence, unrest, and law and order situation. Wilber (2020) reported that President Trump criticized the protestors that marked their protest at the White House after a police officer killed an unarmed black citizen. He also encouraged all his supporters to gather in the White House and appreciate their efforts of violence and power show against innocent unarmed men. Conger et al., (2020) Shepardson (2020) stated that the Social Media Website Twitter added fact-check labels to many tweets, and Trumps's tweets were also get fact-checked and flagged with the labels to glorify injustice. The strategy ignited a war between President Trump and the company.

This all analysis asserted that the leader, Trump, was tweeting and was bragging about his powerful league, he was giving those direct commands to use violence against the unarmed innocent protesters, and so seven other citizens who were raising their voices for the marginalized sector and put to death due to his straight order of shooting. The hegemonic stances of centralized power and authorities can be seen as the president of America is advocating the racial injustice towards Southern Americans, by using such discourse, and by giving direct commands and orders to marginalized them, as they were protesting to mark their protest for a Colored American, who became the victim of racial injustice and was killed.

Tweets related Election Campaign:

1. 21st August 2020.	"I STAND FOR LAW AND ORDER AND I TOOK ACTION!"
Polarization	Positive In-group
Pronouns	I
Activities	Showing the power of Self
Values	Keeping Law and order in the U.S
Interests	Protection of In-group (government) from Out-Group

Description	Emphasis on power and authority
Identification	Sole Stakeholder of Order and Law in the states

21st August 2020.	"I want safety & security, Joe allows CRIME!"
Polarization	Positive In-group and Negative Outgroup
Pronouns	I
Activities	Showing the positive efforts of In- group and criticizing out-group
Values	Keeping the order in the U.S
Interests	Protection of In-group from Out-Group
Description	Emphasis on the positive efforts of In-group
	Emphasis on Out-group by criticizing them
Identification	Promotors of Peace and Order in the states

23rd August 2020	"These riots are an antigovernment movement from the Left that are all in Democrat run cities."
Polarization	Negative Outgroup
Pronouns	These
Activities	Criticizing out-group
Values	In-group as the torchbearer of peace and order in the U.S
Interests	Protection of In-group (government) from Out-Group
Description	Emphasis on Out-group by criticizing them
Identification	Promotors of Order and Peace in the states

30th August 2020	"@MayorBowser should arrest these agitators and thugs! Clean up D.C. or the Federal Government will do it for you. Enough!!! @MayorBowse"
Polarization	Positive In-group, Negative Out-group
Pronouns	These, you
Activities	Showing the power and authority of In-group
	The incapability of the supporters of the Out-group to maintain peace
Interests	Seekers of Law and Order
Description	Emphasis on Positive Self –representation to maintain order in the U.S
Identification	Power Holder and Order Keeper

30th September 2020.	"Radical Left Democrats are going CRAZY!"
Polarization	Negative Outgroup
Pronouns	Nill
Activities	Criticizing out-group
Values	In-group (Republicans) as more strategic and composed
Description	Republicans as the most suitable party to rule
30th September 2020.	"Nobody wants Sleepy Joe as a leader, including the Radical Left (which he lost last night!). He disrespected Bernie, effectively calling him a loser!"
Polarization	Negative Outgroup
Pronouns	Nobody, he, him.
Activities	Criticizing out-group
Interests	Vote In-group
Description	Emphasis on the positive efforts of In-group
	Emphasis on Out-group by criticizing them
Identification	Promotors and Leaders of Peace and Order in the states

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1st October 2020	"In just 3 and a half years, we have secured America's Borders, rebuilt the awesome power of the U.S. Military, obliterated the ISIS caliphate, fixed our disastrous Trade Deals, and brought JOBS back home to America – and back to MINNESOTA! #MAGA"
Polarization	Positive In-group
Pronouns	We
Activities	Showing the power and authority of In-group, providing equal financial opportunities with no racial discrimination
Interests	Vote In-group
Description	Emphasis on Positive Self –representation to maintain order and justice in the U.S
Identification	The only candidate that hold Power and Vision to make the U.S great.

1st October 2020.	"HIGHEST CABLE TELEVISION RATINGS OF ALL TIME. SECOND HIGHEST OVERALL TELEVISION RATINGS OF ALL TIME. Some day these Fake Media Companies are going to miss me, very badly!!"
Polarization	Positive In-group
Pronouns	Nill
Activities	Showing the popularity and positive relationship of Self
Interests	To impress the people by presenting the positive self- image of In-group in the World to gain the vote
Description	Emphasis on Positive Self –representation that holds the power to rule the media world
Identification	Power Holder and Status Holder

3rd October 2020.	"OUR GREAT USA WANTS & NEEDS STIMULUS. WORK TOGETHER AND GET IT DONE. Thank you!"
Polarization	Positive In-group
Pronouns	Our
Activities	Maintaining a sense of inclusion
Values	In-group to promote brotherhood
Interests	Vote In-group as it has the active potential to rule
Description	Emphasis on Positive Self –representation to bring prosperity to the U.S
Identification	An advocator of Unity and the well-wisher of the U.S.A

5th October 2020	"IF YOU WANT A MASSIVE TAX INCREASE, THE BIGGEST IN THE HISTORY OF OUR COUNTRY (AND ONE THAT WILL SHUT OUR ECONOMY AND JOBS DOWN), VOTE DEMOCRAT!!!"
Polarization	Negative Out-group
Pronouns	You
Activities	Showing the ineligibility of out-group
Values	In-group will bring prosperity. Out-group will bring destruction
Interests	Vote (in-group) Republic
Description	Emphasis on Negative Representation of Others
Identification	In-group is the sole representative of America

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To put in conclusory words, the analysis reveals that Trump has used indecent language in the election campaign 2020. It is obvious that political rivals proposed their strategies and plans to attract public favor and support. However, it is not the case with Trump, he is more concerned to gain favors for In- Group/ self by de-emphasizing the proposed plans of the rival candidate and by ironically ridiculing the other candidate, hereby emphasizing there weaker sides, continuously humiliating him and the party by using abusive and indecent language.

Lexical and Linguistics Analysis:
Emphasis on Positive Us and Negative Them
Highlighting:
By using tag markers, the writer has emphasized the negative attitudes and actions of Out-Group, as the *Mayor of DC, Muriel Bowser,* is not doing her job to protect The White House. It is interesting to note that the tagged woman is a colored American, and the president is criticizing her as he is doing with all protestors who are marking their protest against racial discrimination.

On the other hand, the tagging of *Secret Service* and the use of quotation marks, all are focusing emphasis to appreciate the protective efforts of In-Group for the president and The White House. He is highlighting the In-Groups to emphasize their good actions by continuous praising.

Focusing on the other context this particular tweet is necessary to discuss as
'OUR GREAT USA WANTS & NEEDS STIMULUS. WORK TOGETHER AND GET IT DONE'.

The opening phrase of the tweet has two modifiers: the possessive adjective OUR along with another adjective GREAT. This all has been constructed to instill in the minds of the readers that the U.S.A is GREAT because we are united OUR, it will make progress when we all will vote for the one who has all stimulus and power.

Sentence Construction and Repetition:
Making the good actions of In-Group more centered and important in the tweets *We, I, My, Secret Service Agents, Young Officers, Law, and Enforcement Department* have been used repeatedly by the author.

Active Sentence:
Most of the tweets are written in the active voice to demonstrate the positive actions of in- groups. Whereas, the use of 'It' in the tweet gives passive constructions as to De-emphasizing the negative actions of In-Group

Direct Address:
The author has addressed his political rival by his name as *Joe Biden, Joe, and Radical Left Democrat.* The author is very explicit and direct to criticize and degrade the other candidate by imposing his power. He has also used adjectives as *Sleepy Joe* to ridicule him.

Foregrounding:
These words are in Capitals, like THUGS, CRAZY, DEMOCRAT, SLEEPY, and CRIME**,** to emphasize the negative description of Out-Group. 'MAGA NIGHT' is the praising gesture that Trump used for the efforts of In-Group. The positive description is done by announcing their victory and celebration. The full capitalization in 'I STAND FOR LAW AND ORDER AND I TOOK ACTION' shows the power and authority of the author. Moreover, the diction is very clearly representing the authoritative mindset of the author.

JOBS, MINNESOTA**:** these capitalizations are also important to discuss as the author is trying to de-emphasizing negative activities done by In-group, after the event of George Floyd's death. By stating that In-group has provided equal job opportunities to Colored Americans and so all Colored Americans need to select him in the coming elections, to enjoy racial equalities.

Metaphor:
A metaphor has also being used by the author is '*screams and rants'*. This Metaphor is symbolizing de-emphasis on Out-Group's demands and conditions. The voices of others to speak up for their rights and racial justice are mere '*screams and rants'* and nothing more.

Explicit Information:
The statement above is giving a clear picture of the intentions of In-Group for Out-Group that they will not hesitate to use any of the harmful tools *'most ominous weapons'* to keep away the Out – Groups by making it a reason for protecting In-Group and maintaining order in America.

De- emphasis on Negative Us and Positive Them:
Passive Sentence construction:
To de-emphasize the negative actions of In-Group, the author has used passive voice construction '*a man was shot'.*

Euphemisms:
To normalize the stern statement related to '*Shooting*', the writer has de-emphasized it by adding a cover-up line that looting was a real situation that causes shooting.

Backgrounding:
The author has used both foregrounding and backgrounding in the tweet. Foregrounding by capitalization is emphasizing that nation must vote for him. On the other hand, the gesture of gratitude is in small letters and at the end of the tweet, making it not a complementary part of the message as a full stop is used before it.

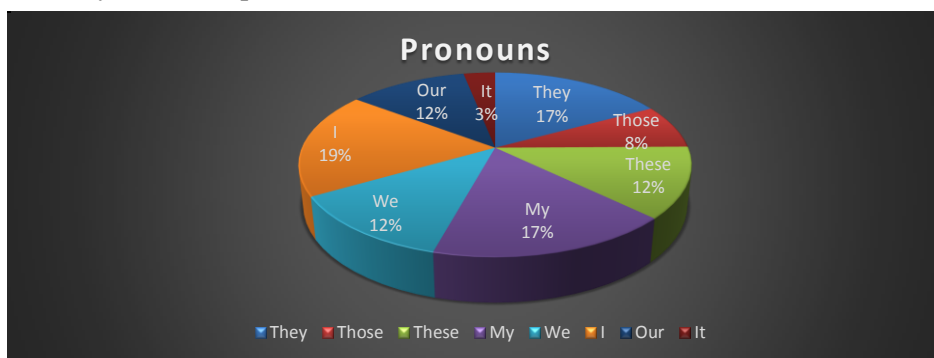*…. WORK TOGETHER AND GET IT DONE. Thank you!*

To focus on the other context, it is important to note that the main tragic event is backgrounded. George Floyd is mentioned in two tweets only and is mentioned in the very last lines of the tweets.

Quantitative Analysis:
The researcher has selected two factorial dimensions for quantitative analysis to expose the power construction in Trump's tweets.
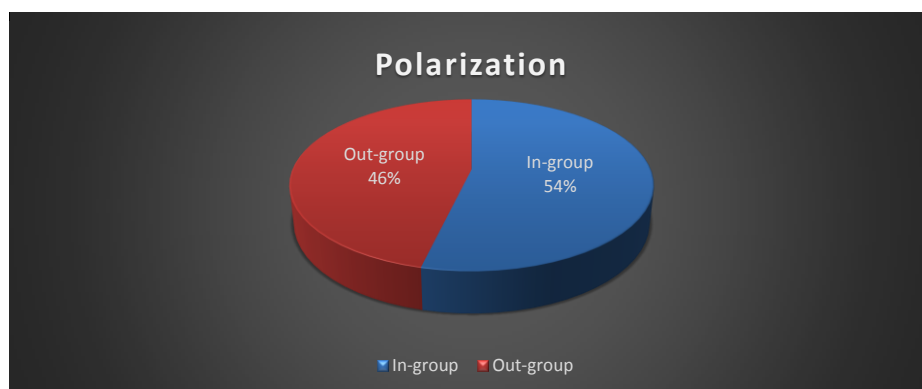
Pronouns:
It will be an easier task for the EFL students, to analyze how much the president is claiming his powers by emphasizing the positive subjective self/ In grouping, and by de-emphasizing the positive Others by the use of pronouns.

From the above Figure.1, shows that the most used pronoun by Trump is 'I', making 19%. The most frequent use of 1st person pronouns, 19% and 17% respectively, exposes the subjective mindset of the author. Considering the qualitative analysis as well, Trump has openly used the diction that is imposing his authority and power on his people. He wants to be the center of all attention and wants to show the world that he is the only capable candidate for the presidency too. It is also important to note that the impersonal pronoun 'it' has been used the least. The use of third-person pronouns is greater than the impersonal pronoun; it shows that the president has maintained a sense of exclusion and distance from others. Trump has done it by associating disparaging and humiliating adjectives and words, like, These THUGS, Agitators, etc. with Out-group.

Polarization:
So, the ratio of polarization shows a greater use of In-group pronouns, I, My, We, Our, for positive self-description and usage of Out-group pronouns, They, These, Those, is comparatively lesser to show marginalization

Results and Discussion:

The CDA provides the themes and concepts that the teachers can adopt to expose the power constructions of language. Van Dijk (1993) asserted that CDA aims to expose the intricate associations and connection between power, culture, society, talk, and text. Trump tweets show clear polarization, use of pronouns 54% in-group pronouns, and 46% Out-group pronouns, along with that the lexical and linguistics analysis emphasized positive In-Group representation. These all themes and ways are exposing the stances of extreme power use, criticism, and discriminatory attitude towards Out-Group and reveal that the centralizations of all authorities are entitled to In-Group (19% I and 17% my) that holds the Status Quo. Consequently, the qualitative and quantitative analysis exposes the themes and ways that teachers can adopt in EFL classes to reveal power constructions embedded in language.

Conclusion:

The analysis, results, and discussion reveal that CDA can best serve to adopt in the EFL classroom. It provides several stances, themes, and ways that can assist both teachers (to reveal and teach), and students (to easily comprehend and make efforts to deconstruct) in the English language learning process. This study can be expanded by utilizing CDA as a teaching tool in EFL classes that can expose and deconstruct many other ideologies like, Feminism, Racism, and Marxism, etc. as well that are rooted in language.

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